

A young boy with dark hair, wearing a light-colored striped shirt, is sitting at a desk in a library, reading a book. He is looking down at the book with a focused expression. In the background, there are bookshelves filled with books. The image is in a teal color scheme.

Assessing Affective Characteristics in the Schools

Second Edition

Lorin W. Anderson
Sid F. Bourke

Assessing Affective Characteristics In The Schools

John Gardner



Assessing Affective Characteristics In The Schools:

Assessing Affective Characteristics in the Schools Lorin W. Anderson, Sid F. Bourke, 2013-05-13 The affective realm is a critical but often forgotten aspect of schooling The development of character and the formation of appropriate learning environments rely to a large extent on understanding the affective nature of students Even when the focus is on cognitive achievement affect has a role to play Teachers frequently mention a lack of motivation as a primary reason for students not achieving as well as they should or as well as their teachers would like Despite the importance of affect educators rarely make an effort to systematically collect and use information about students affective characteristics to better understand students and to substantially improve the quality of education they receive This book s purpose is to provide educators with the knowledge and skills they need to design and select instruments that can be used to gather information about students affective characteristics Once valid and reliable information has been gathered it can be used to aid in understanding and to improve educational quality The second edition features an updated list of affective characteristics i e attitudes values interests self esteem self efficacy locus of control a dual emphasis on selecting and designing affective assessment instruments an emphasis on multi scale instruments i e a single instrument with multiple affective scales the use of a single small data set to illustrate and foster understanding of key concepts and procedures a dual emphasis on data about individual students and groups of students a dual focus on the instrumental value of affective data and the inherent value of affective data i e affect is valuable in and of itself

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Classroom Assessment Dr. Craig Mertler, 2016-09-13 Provides detailed information on the functions of assessment, how to construct, administer, and interpret the results of teacher-developed assessment techniques, and how to interpret the results of externally developed instruments such as standardized tests. Both traditional and newer alternative assessment techniques are covered. Advantages and disadvantages of each assessment technique are discussed. A companion website helps both instructors and students obtain additional information on topics of special interest to them. Numerous examples of the principles and procedures make it easy for students to understand the material. The highly practical nature of this book stems from the focus on how assessment intertwines with other everyday activities in classrooms. Measurement theory and computational procedures that are unlikely to be used by classroom teachers are de-emphasized, producing a textbook that provides comprehensive coverage without being unnecessarily technical. Student-centered Classroom Assessment

Richard J. Stiggins, 1997 The book elucidates the fundamental importance of high quality assessment to student academic well-being and promotes the development of student self-assessment as a critically important life skill. Provides a clear, common-sense description of all assessment methods: selected-response, essay, performance, and personal communication, and how to align them with relevant achievement targets: knowledge, reasoning skills, products, and dispositions. Easy to read and free of technical jargon, this book focuses squarely on what teachers need to know in order to make assessment work in classrooms. *Assessing the Socioemotional Development and Intervention Needs of Students* Linda Brown, 1987 **An**

Administrator's Guide for Evaluating Programs and Personnel Edward F. DeRoche, 1987 **Classroom Assessment**

James H. McMillan,1997 Arguing that student evaluation is an integral part of teaching this text is designed to provide teachers with a concise presentation of assessment principles which specifically relate to instruction and an overview of current research and new directions in the field of assessment **A Program Evaluation Handbook for Health Education Programs in Immunization** IOX Assessment Associates,1982 *The International Encyclopedia of Educational Evaluation* Herbert J. Walberg,G.D. Haertel,1990-01-31 The International Encyclopedia of Educational Evaluation provides a current and comprehensive treatment of the major evaluation approaches and methods used in educational research focusing on themes such as educational needs assessment measurement evaluating design decision making and educational policy This single volume is an up to date reference work for the beginning student as well as the advanced practitioner and offers educational evaluators access to the range of techniques and disciplines pertinent to good evaluation practice

Parent-teacher Conferencing Joseph C. Rotter,Edward H. Robinson,1982 Effective parent teacher conferences have the potential to be the single most educationally valuable event for the student during the school year With increased parental involvement in the day to day operation of the schools and greater parental awareness of the educational process it becomes apparent that educators need to be prepared to respond to renewed parental interest in the education of their children From both an ethical and a legal perspective communication between parents and teachers is imperative However inappropriate procedures and inadequate skills and knowledge can create greater problems than may have existed before the meeting This publication is intended to help teachers to improve their parent teacher conferencing skills First it examines the historical background and research relating to parent teacher conferences Then it suggests effective ways for teachers to improve their communication skills with parents and to involve parents in the educational personal and social development of their children The core elements of effective conferencing listening perceiving attending responding and initiating are identified and discussed A list of 78 references is appended JD **Assessing Minority Group Children** Thomas

Oakland,Beeman N. Phillips,1974 Creating Islands of Excellence Carol Fineberg,2004 In *Creating Islands of Excellence* Fineberg underscores how the integration of arts based instruction can create breathtaking educational moments in and out of the classroom as she guides teachers administrators and curriculum developers around the problems that can derail well intended reform efforts The Relationship Between School Context Variables and the Continuation of a Planned

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